EDUC 401 – Capstone Portfolio: Checkpoint 3 (SLO 2)

Purpose: The purpose of the portfolio is for teacher candidates to demonstrate their ability to meet the knowledge, skills, and dispositions identified in the four program SLOs, as aligned to InTASC Standards. Teacher candidates integrate technology and experiences with diversity through artifact selection, written rationale, and professional presentation. The portfolio development and presentation supports teacher candidates' understanding and application of the Educator Preparation Program's (EPP) conceptual framework, the Reflective Experiential Model. As a requirement for graduation, teacher candidates will create this professional portfolio throughout their teacher education program within their TaskStream account. The final capstone portfolio presentation occurs during the semester teacher candidates are enrolled in EDUC 401-Electronic Portfolio Assessment and Seminar.

Standards Alignment: The MSU Capstone Portfolio is aligned to InTASC Standards (Appendix A) that reflect teacher candidates' understanding and application of the programs four SLOs: 1) Learner and Learning, 2) Content, 3) Instructional Practices, and 4) Professional Responsibility. The portfolio is also aligned to CAEP (Council for the Accreditation of Educator Preparation) Standards (Appendix A). The portfolio artifacts and rationale should demonstrate the teacher candidate's competencies in their major (double major if applicable), minor, and/or specialization. Students majoring in special education are required to reference Council for Exceptional Children (CEC) standards (Appendix A) in their rationale. The portfolio represents the capstone project for the Teacher Education Program and is a measure for Mayville State University's essential learning outcomes (ELO).

Evaluation: A competency-based rubric (Appendix B) is provided for students to guide the development and presentation criteria for their portfolio. Teacher candidates will reference the Portfolio Rubric to guide quality completion of their portfolio. The rubric identifies important criteria to which teacher candidates will be evaluated. Students must receive a grade of "C" or better on portfolio in order to pass the course. Grading scale for this assignment follows what is listed in the syllabus:

A =	81 – 100 points
B =	69 – 80 points
C =	54 – 68 points
D =	40 – 53 points
F =	< 39 points

Objectives: Teacher candidates will:

- Demonstrate their ability to apply critical concepts of their content area(s) to work effectively with diverse P-12 students and their families (InTASC 1-10; CAEP R1; CEC 1-7).
- Reflect on their personal biases to increase their understanding and practice of equity, diversity, and inclusion (InTASC 1-10; CAEP R1; CEC 1-7).
- Apply their knowledge of the learner and learning at the appropriate progression level (InTASC 1, 2, 3; CAEP R1.1; CEC 2, 6).
- Understand and apply concepts of learner development, learning differences, and creating safe and supportive learning environments (InTASC 1, 2, 3; CAEP R1.1; CEC 2, 6).
- Demonstrate application of their content area in developing equitable and inclusive learning experiences (InTASC 4, 5; CAEP R1.2; CEC 3).
- Apply their knowledge of assessing student learning, planning for instruction, and utilizing a variety of instructional strategies to provide equitable and inclusive learning experiences (InTASC 6, 7, 8; CAEP R1.3; CEC 4, 5).
- Implement and apply nationally approved technology standards to engage and improve learning for all students (InTASC 6, 7, 8; CAEP R1.3; CEC 4, 5).
- Demonstrate their ability to engage in professional learning, act ethically, take responsibility for student learning, and collaborate with others to work effectively with others (InTASC 6, 7, 8; CAEP R1.3; CEC 4, 5).
- Engage in ongoing, purposeful professional development and adapt their practice based on newly acquired techniques and methodologies (InTASC 9. CAEP R1.4; CEC 1, 6, 7).
- Evaluates and reflects upon their choices, actions, and collaboration in relation to learners, families, other professionals, and community (InTASC 9, 10. CAEP R1.4; CEC 1, 6, 7).
- Engage in leadership roles that promote student growth and advance the field of education (InTASC 10. CAEP R1.4; CEC 1, 6, 7).

Introduction

Throughout the teacher education program, an introduction and three checkpoints provide guidance for the development and presentation of the teacher candidates' electronic portfolio. The **Portfolio Introduction** takes place in EDUC 250 (and co-requisite class, EDUC 272). During these courses, teacher candidates are introduced to their program responsibilities in TaskStream and are provided with an overview of the portfolio process. To successfully complete the Introduction section of the capstone portfolio, teacher candidates will:

- ☐ Upload a professional photo (headshot, plain background) embedded in the text box section of the Introduction section (do not upload as an attachment).
- ☐ Write a 2- 3 paragraph introduction including the following:
    - o Name
    - o Background information about what influenced you to become a teacher
    - o Educational philosophy
    - o Professional goals
    - o Connect the EPP's conceptual framework, the Reflective Experiential Model (Appendix C), to your educational philosophy and goals.

Checkpoint 1

This checkpoint takes place in EDUC 301 (Early Childhood and Elementary majors) and EDUC 480 (Secondary majors) with instructor guidance. To successfully complete Checkpoint 1 of the capstone portfolio, teacher candidates will:

- ☐ Review and update introduction and professional picture, if necessary.
- ☐ Select **two (2) artifacts** from current and previous coursework that provide evidence of their knowledge and skills related to the SLOs.
- ☐ Upload the two (2) selected artifacts under two (2) different standards in separate SLOs.
- ☐ Write **two (2)** standard rationales following guidance from the rationale module. Include reasons for artifact selection, alignment to standard, meaningfulness, and insights for future application.
- ☐ Insert written rationales as text under each selected standard/SLO.
- ☐ Conduct an informal presentation of portfolio to peers.
- ☐ Submit Checkpoint 1 self-evaluation, including a goal statement (Appendix B).

Checkpoint 2

This checkpoint takes place in EDUC 401S for all majors with instructor/faculty guidance. To successfully complete Checkpoint 2 of the capstone portfolio, teacher candidates will:

- ☐ Review and update introduction, professional picture, previously selected artifact, and previously written rationale if necessary.
- ☐ Select **three (3) artifacts** from current and previous coursework that provide evidence of their knowledge and skills related to the SLOs. (at Checkpoint 2, candidates should have five (5) total artifacts).
- ☐ Upload the three (3) selected artifacts under three (3) different standards/SLOs.
- ☐ Write **three (3)** additional standard rationales following guidance from the rationale module.
- ☐ Present one SLO to a small group of peers and an EPP instructor, following guidance by the EDUC 401s instructor.
    - o 1- 2 minutes to present the introduction
    - o 7 – 9 minutes to present on their **one (1)** selected SLO
    - o Peers and faculty have 4 – 5 minutes to provide feedback
- ☐ Take written notes of the feedback provided by your peers and instructor.
- ☐ Submit Checkpoint 2 self-evaluation using feedback given, including a goal statement (Appendix B).

Checkpoint 3

This checkpoint takes place near the end of the semester in EDUC 401 for all majors. To successfully complete Checkpoint 3 of the capstone portfolio, teacher candidates will:

- ☐ Review and update introduction, professional picture, previously selected artifact, and previously written rationale if necessary.
- ☐ Complete all components of the portfolio prior to the presentation. This includes:
  - o introduction with professional photo,
  - o written rationale and artifact for each of the 10 InTASC standards found within the SLOs.
- ☐ Complete a self-evaluation using the final rubric (Appendix B), found under the checkpoint 3 area of the MSU Capstone DRF. This self-evaluation needs to be completed and submitted 7 days prior to the review.
  - o Make any adjustments you see fit, based on your review of the rubric in your self-evaluation.
- ☐ Notify your portfolio reviewers, via email as soon as your portfolio is ready to review. This needs to be completed at least 5 days prior to the review date.
- ☐ Prepare a presentation. This could mean practicing within the TaskStream "live site" option, or it could mean creating a PowerPoint presentation.
- ☐ Present your information on the day of your review. You will have 30 total minutes.
  - o Introduction – approximately 5 minutes. Engage the audience and provide the framework for the remainder of the presentation.
  - o Body – approximately 15 minutes. During this time, you will present 2 SLOs selected at the time of the presentation by your portfolio reviewers.
  - o Conclusion – approximately 1 – 2 minutes. will wrap up by highlighting the main ideas of the presentation.
  - o Questions – approximately 8 minutes. Reviewers and other attendees will have options to ask questions.
- ☐ Display professionalism and confidence by sharing information fluently, utilizing academic vocabulary of the teaching profession.
- ☐ Have the ability to come to campus to present, however, all presentations will have a Zoom requirement to allow for distance participation.
  - o Presentations will be open to peers, professional educators, campus faculty, P-12 administrators, and anyone candidates would like to invite.

Artifacts

Teacher candidates will select and upload artifacts in their capstone portfolio that demonstrate their knowledge and skills as they relate to the InTASC standards. The capstone portfolio is structured to allow teacher candidates to address each of the four program student learning outcomes: 1) learner and learning, 2) content knowledge, 3) instructional practice, and 4) professional responsibility. To successfully select artifacts to upload into their capstone portfolio, the teacher candidates should understand:

- ☐ An artifact is anything that represents a teacher candidate's knowledge or skills.
- ☐ Artifacts should showcase teacher candidate's ability to apply knowledge and skills in educational settings.
- ☐ Artifacts embed evidence of program Technology Goals (Appendix D) by incorporating technology to engage students and enhance instruction and managing student assessment data.
- ☐ Artifacts embed evidence of program Diversity Goals (Appendix D) related to incorporating multiple perspectives, respect for and responsiveness to cultural differences, and understanding of diverse contexts.
- ☐ Artifacts should include course assignments that were impactful and meaningful to learning how to be a teacher.
- ☐ Artifacts selected should be "rich" in nature, meaning connections between content, pedagogy, standards, diversity, equity, and technology are considered.
- ☐ Artifacts are supported by photographs of teacher candidate teaching!
- ☐ There are a variety of potential artifacts to select, including:
  - o Videos of teaching lessons
  - o Lesson plans (written for classes vs. written for students)

- o Unit plans (written for classes vs. written for students)
- o Assessment created and administered to students.
- o Pre-post-test analysis results
- o Students' work samples
- o Research papers or projects
- o Observation reflections
- o Evaluations completed by cooperating teacher or university supervisors.
- o Peer and instructor feedback documents
- o Conference presentations
- o Evidence of professional development attendance and application
- o Awards/certificates/grants
- o Reflections on evaluations (Disposition, STOT)
- o Evidence of respect for and responsiveness to diversity
- o Evidence of technology integration

Rationale

Teacher candidates will write high-quality rationale to justify their selection of artifacts throughout their capstone portfolio. The rationale will demonstrate their integration and application of the InTASC standards. The capstone portfolio is structured to allow teacher candidates to address each of the four program student learning outcomes: 1) learner and learning, 2) content knowledge, 3) instructional practice, and 4) professional responsibility. To be successful in writing high-quality rationale, teacher candidates should keep the following points in mind:

- ☐ Rationale are to be written under each SLO as text.
- ☐ Written rationale need to address each standard addressed in the SLO.
- ☐ The rationale should justify the teacher candidate's selection of the artifact and the artifact's alignment to the standards/SLO.
- ☐ Rationale includes reference to program Technology Goals (Appendix D) by incorporating technology to engage students and enhance instruction and managing student assessment data.
- ☐ Rationale includes reference to program Diversity Goals (Appendix D) related to incorporating multiple perspectives, respect for and responsiveness to cultural differences, and understanding of diverse contexts.
- ☐ Rationale needs to include application of course assignment to work with real students.
- ☐ Rationale should be well-written, concise, use formal language, and free from spelling or grammatical errors.
- ☐ Rationale must demonstrate professional and formal writing.
- ☐ Specific language from the InTASC standards should be included in the rationale to show alignment.
- ☐ There should be at least one paragraph in the rationale that addresses each InTASC standard alignment.
- ☐ Include information to introduce the artifact, what it is and what purpose the artifact served in your professional learning.
- ☐ Then, provide justification of the reason for choosing the artifacts.
- ☐ Include in your rationale how the artifacts demonstrate your knowledge and skills related to the aligned standard and how you've applied your knowledge and skills with real students in the classroom.
- ☐ Consider using the following phrases (among others) to justify WHY you chose the artifacts to showcase your learning:
  - o I chose this artifact because…
  - o These artifacts demonstrate… or, This artifact demonstrates…
  - o This artifact shows…
  - o I learned…
  - o I think that this artifact (name the specific artifact) demonstrates my ability to…
  - o SLO 3 focuses on...and….
  - o I have chosen these artifacts because I believe…

- These artifacts represent my knowledge and skills related to SLO 4 because...
- I feel this experience impacted me by…
- This experience influenced my growth as an educator because…
- I used to think…because I completed this (artifact), I now realize…
- In my field experience or student teaching, I implemented my understanding of…

Appendix A
Standards Alignment

SLO	InTASC	InTASC Standards	CAEP	CEC
1	1	**Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	R1.1	2, 6
	2	**Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	R1.1	2, 6
	3	**Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	R1.1	2, 6
2	4	**Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	R1.2	3
	5	**Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	R1.2	3
3	6	**Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	R1.3	4
	7	**Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	R1.3	5
	8	**Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	R1.3	5
4	9	**Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	R1.4	1, 6
	10	**Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	R1.4	1, 7

Standard	Council for the Accreditation of Teacher Preparation Standards
R1.1	**The Learner and Learning**: The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.
R1.2	**Content:** The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.
R1.3	**Instructional Practice**: The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.
R1.4	**Professional Responsibility**: The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Standard	Council for Exceptional Children Standards
1	**Engaging in Professional Learning and Practice with Ethical Guidelines:** Candidates practice with ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.
2	**Understanding and Addressing Each Individual's Developmental and Learning Needs:** Candidates use their understanding of human growth and development, the multiple influences of development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
3	**Demonstrating Subject Matter Content and Specialized Curricular Knowledge:** Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
4	**Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**: Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
5	**Supporting Learning Using Effective Instruction:** Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.
6	**Supporting Social, Emotional, and Behavioral Growth:** Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional, and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
7	**Collaborating with Team Members:** Candidates apply team processes and communication strategies to collaborate in culturally responsive manner with families, paraprofessionals, and other professionals within the school, other education settings, and the community to play programs and access services for individuals with exceptionalities and their families.

Appendix B
Evaluation Instruments

Portfolio Rubric: Used for the self-evaluation for checkpoint 3 and by the portfolio reviewers at the time of the presentation for EDUC 401.

	Distinguished (4)	**Proficient (3)**	**Basic (2)**	**Unsatisfactory (1)**
Presentation Introduction InTASC 9, 10 CAEP R1.4 CEC 1	Engaging introduction hooks the audience and thoroughly integrates professional goals, educational philosophy, and the Reflective Experiential Teacher Model.	Introduction hooks the audience and connects professional goals, educational philosophy, and the Reflective Experiential Teacher Model.	Introduction provides the audience with professional goals and/or educational philosophy, with limited relation to the Reflective Experiential Teacher Model.	Introduction does not provide the audience with professional goals and/or educational philosophy, with no reference to Reflective Experiential Teacher Model.
Presentation Professionalism InTASC 9, 10 CAEP R1.4 CEC 1, 3	Teacher candidate displays a high level of professionalism and confidence through fluency, enthusiasm, and use of academic vocabulary in appropriate contexts.	Teacher candidate displays professionalism and confidence through fluency, enthusiasm, and use of academic vocabulary.	Teacher candidate lacks professionalism and/or confidence with limited fluency, enthusiasm, and/or use of academic vocabulary.	Teacher candidate displays little to no professionalism or confidence, exhibiting low levels of fluency, enthusiasm, and/or academic vocabulary.
Presentation Organization InTASC 9, 10 CAEP R1.4 CEC 1	Presentation follows a logical sequence, with clear introduction, body, and conclusion; presentation is organized around evidence of deep reflection aligned to learning outcomes of the program.	Presentation follows a logical sequence and is organized around evidence of reflection aligned to learning outcomes of the program.	Presentation follows some logical sequence and but is not organized around evidence of reflection aligned to learning outcomes of the program.	Presentation does not follow a logical sequence and shows little to no evidence of reflection aligned to learning outcomes of the program.
Standard 1 Learner Development (Rationale) InTASC 1 CAEP R1.1 CEC 2, 6	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights related to learner development.	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to learner development.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to learner development.	Rationale inadequately identifies the artifact(s); misinterprets how artifact demonstrates performance and knowledge related to learner development.
Standard 1 Learner Development (Artifacts) InTASC 1 CAEP R1.1 CEC 2, 6	The artifact(s) selection demonstrates deep understanding and thorough application of learner development.	The artifact(s) selection demonstrates understanding and application of learner development.	The artifact(s) selection demonstrates a limited understanding and/or application of learner development.	The artifact(s) selection demonstrates little or no understanding or application of learner development.
Standard 2 Learning Differences (Rationale) InTASC 2 CAEP R1.1 CEC 2, 6	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to learning differences.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and	Rationale inadequately identifies the artifact(s); misinterprets how artifact demonstrates performance and

			knowledge related to learning differences.	knowledge related to learning differences.
	related to learning differences.			
Standard 2 Learning Differences (Artifacts) InTASC 2 CAEP R1.1 CEC 2, 6	The artifact(s) selection demonstrates deep understanding and thorough application of learning differences.	The artifact(s) selection demonstrates understanding and application of learning differences.	The artifact(s) selection demonstrates a limited understanding and/or application of learning differences.	The artifact(s) selection demonstrates little or no understanding or application of learning differences.
Standard 3 Learning Environments (Rationale) InTASC 3 CAEP R1.1 CEC 2, 6	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights related to creating effective learning environments.	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to creating effective learning environments.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to creating effective learning environments.	Rationale inadequately identifies the artifact(s); misinterprets how artifact demonstrates performance and knowledge related to creating effective learning environments.
Standard 3 Learning Environments (Artifacts) InTASC 3 CAEP R1.1 CEC 2, 6	The artifact(s) selection demonstrates deep understanding and thorough application of creating effective learning environments.	The artifact(s) selection demonstrates understanding and application of creating effective learning environments.	The artifact(s) selection demonstrates a limited understanding and/or application of creating effective learning environments.	The artifact(s) selection demonstrates little or no understanding or application of creating effective learning environments.
Standard 4 Content Knowledge (Rationale) InTASC 4 CAEP R1.2 CEC 3	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights related to content knowledge.	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to content knowledge.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to content knowledge.	Rationale inadequately identifies the artifact(s); misinterprets how artifact demonstrates performance and knowledge related to content knowledge.
Standard 4 Content Knowledge (Artifacts) InTASC 4 CAEP R1.2 CEC 3	The artifact(s) selection demonstrates deep understanding and thorough application of the interconnections among content knowledge.	The artifact(s) selection demonstrates understanding and application of the interconnections among content knowledge.	The artifact(s) selection demonstrates a limited understanding and/or application of the interconnections among content knowledge.	The artifact(s) selection demonstrates little or no understanding or application of the interconnections among content knowledge.
Standard 5 Application of Content (Rationale) InTASC 5 CAEP R1.2 CEC 3	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights related to application of collaborative problem solving, and	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to collaborative problem solving, and pedagogical knowledge in the content field.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to collaborative problem solving, and	Rationale inadequately identifies the artifact(s); misinterprets how artifact demonstrates performance and knowledge related to collaborative problem solving, and

	pedagogical knowledge in the content field.		pedagogical knowledge in the content field.	pedagogical knowledge in the content field.
Standard 5 Application of Content (Artifacts) InTASC 5 CAEP R1.2 CEC 3	The artifact(s) selection demonstrates deep understanding and thorough application of the interconnections among application of collaborative problem solving, and collaborative problem solving, and pedagogical knowledge in the content field.	The artifact(s) selection demonstrates understanding and application of the interconnections among collaborative problem solving, and pedagogical knowledge in the content field.	The artifact(s) selection demonstrates a limited understanding and/or application of the interconnections among collaborative problem solving, and pedagogical knowledge in the content field.	The artifact(s) selection demonstrates little or no understanding or application of the interconnections among collaborative problem solving, and pedagogical knowledge in the content field.
Standard 6 Assessment (Rationale) InTASC 6 CAEP R1.3 CEC 4	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights related to use of assessment to advance learning.	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to use of assessment to advance learning.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to use of assessment to advance learning.	Rationale inadequately identifies the artifact(s); misinterprets how artifact demonstrates performance and knowledge related to use of assessment to advance learning.
Standard 6 Assessment (Artifacts) InTASC 6 CAEP R1.3 CEC 4	The artifact(s) selection demonstrates deep understanding and thorough application of the interconnections among use of assessment to advance learning.	The artifact(s) selection demonstrates understanding and application of the interconnections among use of assessment to advance learning.	The artifact(s) selection demonstrates a limited understanding and/or application of the interconnections among use of assessment to advance learning.	The artifact(s) selection demonstrates little or no understanding or application of the interconnections among use of assessment to advance learning.
Standard 7 Planning for Instruction (Rationale) InTASC 7 CAEP R1.3 CEC 5	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights related to use of planning for instruction.	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to use of planning for instruction.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to use of planning for instruction.	Rationale inadequately identifies the artifact(s); misinterprets how artifact demonstrates performance and knowledge related to use of planning for instruction.
Standard 7 Planning for Instruction (Artifacts) InTASC 7 CAEP R1.3 CEC 5	The artifact(s) selection demonstrates deep understanding and thorough application of the interconnections among planning for instruction.	The artifact(s) selection demonstrates understanding and application of the interconnections among planning for instruction.	The artifact(s) selection demonstrates a limited understanding and/or application of the interconnections among planning for instruction.	The artifact(s) selection demonstrates little or no understanding or application of the interconnections among planning for instruction.

Standard 8 Instructional Strategies (Rationale) InTASC 8 CAEP R1.3 CEC 5	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights related to use of instructional strategies.	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to use of instructional strategies.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to use of instructional strategies.	Rationale inadequately identifies the artifact(s); misinterprets how artifact demonstrates performance and knowledge related to use of instructional strategies.
Standard 8 Instructional Strategies (Artifacts) InTASC 8 CAEP R1.3 CEC 5	The artifact(s) selection demonstrates deep understanding and thorough application of the interconnections of instructional strategies.	The artifact(s) selection demonstrates understanding and application of the interconnections of instructional strategies.	The artifact(s) selection demonstrates a limited understanding and/or application of the interconnections of instructional strategies.	The artifact(s) selection demonstrates little or no understanding or application of the interconnections of instructional strategies.
Standard 9 Professional Learning & Ethical Practice (Rationale) InTASC 9 CAEP R1.4 CEC 1, 6	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights related to the understanding professional standards of practice relevant laws, policies, and code of ethics.	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to the understanding professional standards of practice relevant laws, policies, and code of ethics.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to the understanding professional standards of practice relevant laws, policies, and code of ethics.	Rationale inadequately identifies the artifact(s); misinterprets how artifact demonstrates performance and knowledge related to the understanding professional standards of practice relevant laws, policies, and code of ethics.
Standard 9 Professional Learning & Ethical Practice (Artifacts) InTASC 9 CAEP R1.4 CEC 1, 6	The artifact(s) selection demonstrates deep understanding and thorough application of the interconnections among understanding professional standards of practice.	The artifact(s) selection demonstrates understanding and application of the interconnections among understanding professional standards of practice.	The artifact(s) selection demonstrates a limited understanding and/or application of the interconnections among understanding professional standards of practice.	The artifact(s) selection demonstrates little or no understanding or application of the interconnections among understanding professional standards of practice.
Standard 10 Leadership & Collaboration (Rationale) InTASC 10 CAEP R1.4 CEC 1, 7	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights related to ability to collaborate with learners, families, and colleagues.	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to ability to collaborate with learners, families, and colleagues.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to ability to collaborate with learners, families, and colleagues.	Rationale inadequately identifies the artifact(s); misinterprets how artifact demonstrates performance and knowledge related to ability to collaborate with learners, families, and colleagues.
Standard 10 Leadership & Collaboration (Artifacts)	The artifact(s) selection demonstrates deep understanding and	The artifact(s) selection demonstrates understanding and	The artifact(s) selection demonstrates a limited understanding and/or	The artifact(s) selection demonstrates little or no understanding or

InTASC 10 CAEP R1.4 CEC 1, 7	thorough application of the interconnections among ability to collaborate with learners, families, and colleagues.	application of the interconnections among ability to collaborate with learners, families, and colleagues.	application of the interconnections among ability to collaborate with learners, families, and colleagues.	application of the interconnections among ability to collaborate with learners, families, and colleagues.
Diversity and Equity InTASC 1-10 CAEP R1, R2, R3, R4 CEC 2, 6	Rationale and artifacts consistently embed strong evidence of the EPP's Diversity Goals related to: • Incorporating multiple perspectives, • Respect for and responsiveness to cultural differences, and • Understanding of diverse contexts	Rationale and artifacts consistently embed evidence of the EPP's Diversity Goals related to: • Incorporating multiple perspectives, • Respect for and responsiveness to cultural differences, and • Understanding of diverse contexts	Rationale and artifacts embed limited evidence of the EPP's Diversity Goals related to: • Incorporating multiple perspectives, • Respect for and responsiveness to cultural differences, and/or • Understanding of diverse contexts	Rationale and artifacts embed little to no evidence of the EPP's Diversity Goals related to: • Incorporating multiple perspectives, • Respect for and responsiveness to cultural differences, and/or • Understanding of diverse contexts
Technology InTASC 3, 5, 6, 7, 8, 9, 10 CAEP R1.3, R2.3 CEC 4	Rationale and artifacts consistently embed strong evidence of meeting the EPP's Technology Goals related to: • Incorporating technology to engage students and enhance instruction, and • Manage student assessment data	Rationale and artifacts consistently embed evidence of meeting the EPP's Technology Goals related to: • Incorporating technology to engage students and enhance instruction, and • Manage student assessment data	Rationale and artifacts embed limited evidence of meeting the EPP's Technology Goals related to: • Incorporating technology to engage students and enhance instruction, and/or • Manage student assessment data	Rationale and artifacts embed little or no evidence of meeting the EPP's Technology Goals related to: • Incorporating technology to engage students and enhance instruction, and • Manage student assessment data

Portfolio Checkpoint 1: Used for the self-evaluation for checkpoint 1, completed in EDUC 301 or EDUC 480.

Did I select at least four (2) artifacts from previous coursework that provide evidence of my knowledge and skills related to the SLOs?   [Clear] [Save Draft]

○ Yes   ○ No

Did I upload selected artifacts to my electronic portfolio under two (2) different SLO areas?   [Clear] [Save Draft]

○ Yes   ○ No

Did I write a rationale to go along with each artifact?   [Clear] [Save Draft]

○ Yes   ○ No

Did I enter my written rationale in the text and image area of the appropriate SLO?   [Clear] [Save Draft]

○ Yes   ○ No

Did I share my artifacts and rationale with my peers through an informal presentation?   [Clear] [Save Draft]

○ Yes   ○ No

[R] • Reflect on your completion of Checkpoint 1. Set a goal for yourself to implement prior to Checkpoint 2. Record your goal statement in the box below: [Save Draft]

Portfolio Checkpoint 2: Used for the self-evaluation for checkpoint 2, completed in EDUC 401s.

⬛ Portfolio Introduction Edit Delete Move Copy

○ Introduction thoroughly integrates professional goals, educational philosophy, and the Reflective Experiential Teacher Model

○ Introduction connects professional goals, educational philosophy, and the Reflective Experiential Teacher Model

○ Introduction includes professional goals and/or educational philosophy, with limited relation to the Reflective Experiential Teacher Model

○ Introduction does not include professional goals and/or educational philosophy, with no reference to Reflective Experiential Teacher Model

⬛ Small group presentation Edit Delete Move Copy

○ Teacher candidate displays a high level of professionalism and confidence through fluency, enthusiasm, and use of academic vocabulary in appropriate contexts

○ Teacher candidate displays professionalism and confidence through fluency, enthusiasm, and use of academic vocabulary

○ Teacher candidate lacks professionalism and/or confidence with limited fluency, enthusiasm, and/or use of academic vocabulary

○ Teacher candidate displays little to no professionalism or confidence, exhibiting low levels of fluency, enthusiasm, and/or academic vocabulary

⬛ Professional Photo Edit Delete Move Copy

○ Professional looking photo is uploaded to TaskStream and showcases a headshot of teacher candidate with aesthetic background and professional dress.

○ Photo is uploaded to TaskStream and showcases teacher candidate in professional dress.

○ Photo is uploaded to TaskStream and showcases teacher candidate in somewhat professional dress.

○ Photo is not uploaded to TaskStream or showcases teacher candidate in unprofessional dress.

⬛ SLO Artifact Edit Delete Move Copy

○ The artifacts selection demonstrates deep understanding and thorough application of the interconnections among SLO indicators: 1) learner and learning, 2) content knowledge, 3) instructional practice, and 4) professional responsibility

○ The artifacts selection demonstrates understanding and application of the interconnections among SLO indicators: 1) learner and learning, 2) content knowledge, 3) instructional practice, and 4) professional responsibility

○ The artifacts selection demonstrates a limited understanding and/or application of the interconnections among SLO indicators: 1) learner and learning, 2) content knowledge, 3) instructional practice, and 4) professional responsibility

○ The artifacts selection demonstrates little or no understanding or application of the interconnections among SLO indicators: 1) learner and learning, 2) content knowledge, 3) instructional practice, and 4) professional responsibility

⬛ SLO Rationale Edit Delete Move Copy

○ Rationale thoroughly describes the artifacts and the context for use; clearly connects performance, knowledge, and personal insights related to ONE of the SLO indicators: 1) learner and learning, 2) content knowledge, 3) instructional practice, and 4) professional responsibility

○ Rationale describes the artifacts and the context for use; clearly discusses performance and knowledge related to ONE of the SLO indicators: 1) learner and learning, 2) content knowledge, 3) instructional practice, and 4) professional responsibility

○ Rationale identifies the artifacts; limited discussion of how artifact demonstrates performance and knowledge related to SLO indicators: 1) learner and learning, 2) content knowledge, 3) instructional practice, and 4) professional responsibility

○ Rationale inadequately identifies the artifacts; misinterprets how artifact demonstrates performance and knowledge related to SLO indicators: 1) learner and learning, 2) content knowledge, 3) instructional practice, and 4) professional responsibility

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⬛ • Based on the verbal feedback provided by your peers and faculty members during the small group presentation, summarize the feedback highlights in the space below. Include specific strengths and challenges noted in the verbal feedback: Edit Delete Move Copy

[text box]

(Maximum characters allowed: 20,000)

⬛ • Reflect on your completion of Checkpoint 2. Set a goal for yourself to implement prior to your final portfolio presentation. Record that goal statement in the box below: Edit Delete Move Copy

[text box]

(Maximum characters allowed: 20,000)

Appendix C
Reflective Experiential Model
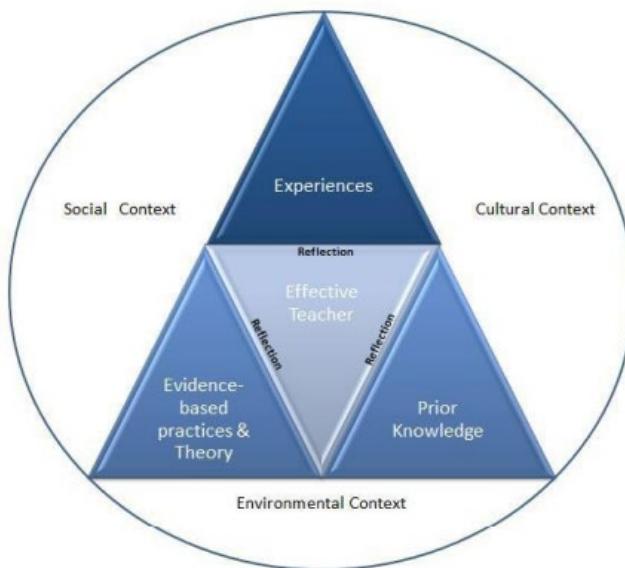
The *Reflective Experiential Teacher* conceptual framework was designed and adopted by the unit in 1990. Use of the framework supports the inclusion of effective, research-based teaching strategies throughout the unit. It is based upon a belief that teacher candidates develop the ability to reflect on and apply current research findings, theoretical knowledge, and effective teaching practices. Candidates learn how to use inquiry to question and test hypotheses in simulated and clinical experiences with subsequent reflective exercises that develop their ability to analyze and think critically. Recognizing that growth is fundamental to teaching and learning, the unit reviews the conceptual framework regularly. This resulted in acknowledgment of the frameworks continued value in support of standards-based learning outcomes candidates are expected to meet. The framework is used to guide continual improvement based upon adopted assessment procedures, research, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. In addition to developing skills in communication, collaboration, critical thinking and creativity, designated as the 4 C's of 21st century learning (Beers, 2011; Hayes Jacobs, 2010) two additional 'C's, competency and culture, were deemed critical to the quality criteria representative of Mayville State University's Teacher Education Program.

Rationale for the Reflective Experiential Teacher

Student Learning Outcomes (SLO's) within the Division of Education provide the foundation for teaching and learning with a focus on 21st century skills. SLO's were developed from research on educator preparation (InTASC) and provide the foundation for framing Mayville State University's Educator Preparation Program using The Reflective Experiential Teacher Model. Additional content area SLO's established for secondary education majors serve as measures for those programs. The acquisition of competencies in knowledge, skills, and disposition to become a professional educator require teacher candidates to think critically and reflectively on theory, practices, and experiences within social, cultural, and environmental contexts for teaching and learning. The Teacher Education Committee identified outcomes for teacher candidates to embrace the importance of critical thinking skills, the application of bringing theory to practice using acquired knowledge and skills, and developing a positive self-concept, self-esteem and attitude towards teaching and learning. To ensure these outcomes are met, the framework used by the Teacher Education Program is The Reflective Experiential Teacher Model which supports the characteristics and needs of the candidates in the Teacher Education Program.

Faculty guide teacher candidates to develop reflective abilities throughout their specific education programs with

"critical input experiences" (Marzano, 2017) supported by instructor modeling and subsequent opportunities for teacher candidates to practice in both classroom and clinical experiences. The completion of several clinical and field experiences in diverse, multi-cultural contexts throughout education degree programs add a comprehensive approach to the teacher candidate's growth and learning within The Reflective Experiential Teacher Model framework. Candidates observe a variety of instructional techniques used by teachers in P-12 classrooms and reflectively learn to appreciate the connections they make between theory learned and strategies observed and practiced. Reflection, defined within the framework, is an active process that promotes learning; An idea Dewey (1933) agreed with defining reflection as "active, persistent and careful consideration of any belief of supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends" (p. 9).

The inclusion of clinical and field experiences throughout the Teacher Education Program supports teacher candidates in changing their frame of reference, or habits of mind (Cranton, 2006) becoming more perceptive to reflectively think comprehensively and inclusively about experiences. Mezirow's (1997) transformative learning theory (TL) recognizes the growth of a learner in the type of meaningful understandings Wiggins and McTighe (2005) discuss with the 6 facets of understanding used to ground teacher candidate's work with lesson planning that focuses on the inclusion of multiple perspectives and critical thinking. Transformative learning, a "uniquely adult" learning theory (Taylor as cited in Cranton, 2006, p. 52) revolves around two elements: critical reflection and critical discourse (Kitchenham, 2008). The Reflective Experiential Teacher Model is supported by research on transformative learning as the elements of reflection and dialogue are evidenced throughout instruction and clinical experiences of Mayville State University's Teacher Education Program. Teacher candidates at Mayville State University have experienced teaching and learning throughout their preparatory years in school, many coming from small, rural communities in North Dakota and insights on teaching and learning may be limited when students begin the Teacher Education Program. Teacher candidates draw upon their background knowledge and transform their ideologies of teaching and learning when studied theory, research-based practices and experiences lead them to new understandings.

The Reflective Experiential Teacher Model is used to frame the development of courses and learning experiences in the Teacher Education Program which are measured in the Student Learning Outcomes (SLO's) that have been developed by the Teacher Education Committee. All SLO's are measured by rigorous course and program reviews in a comprehensive assessment system to guide continued improvement and development based upon reflective analysis of student data.

Teacher Education Program Student Learning Outcomes:

- SLO 1: *Learner & Learning*: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- SLO 2: *Content*: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.
- SLO 3: *Instructional Practice*: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.
- SLO 4: *Professional Responsibility*: Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.

Appendix D
Diversity and Technology Goals

Teacher Education Program **Diversity Goals**
1. Recognize assets and needs of diverse learners
2. Understand cultural self-awareness and worldviews as they relate to teaching and learning decisions
3. Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner
4. Reflect on context, multiple perspectives, actions, and personal decisions as they related to diversity
5. Pursue information, resources, and supports to meet the needs of diverse learners
6. Exhibit respect, openness, and value of diversity across the spectrum of differences
7. Demonstrate actions consistent with the belief that all students are valued and can learn

Teacher Education Program **Technology Goals**

1. Applies strategies to become a technology-using teacher (SLO 1, CAEP 1)
2. Align learning goals and objectives with digitally responsible & ethical use of technology. (SLO 1, CAEP 1)
3. Use technology to support planning, differentiation, implementation, and evaluation of student learning experiences (SLO 1, CAEP 1)
4. Engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information (SLO 1,2; CAEP 1)
5. Supports skill development and content knowledge through media and technology (SLO 1, CAEP 1)
6. Promote learner success with using appropriate technologies for diverse learners (SLO 1, CAEP 1)
7. Enrich professional practice through effective use of digital tools and resources (SLO 4, CAEP 1)